

Employment Connection (Sylvan Learning Center)

The Sylvan Career Starters (SCS) Program has been developed to correlate to the TABE (Tests of Adult Basic Education) forms seven and eight. Instruction focuses on the skills that the clients do not master on the TABE. The TABE level 7 is given to all program participants before instruction begins. Level 8 is administered as a *progress test* when clients complete their basic skills program. There is heavy emphasis on using visual, auditory and tactile instructional techniques.

The assignments cover a wide variety of materials and provide practice for each of the individual skills. These levels take the participants through a continuous upward spiral of reading comprehension, grammar, and mathematical skills.

The SCS prescription pages are designed for easy documentation and tracking of participant progress, enabling instructors to spend their time on individual instruction. Participants are encouraged to set goals for themselves and track their skill mastery throughout the program.

The Assessments used are:

- TABE Test – to get a measurable grade equivalent score. TABE 7&8 provides the most comprehensive and reliable information possible to ensure that adult students will be successful in today's society. TABE 7&8 scores predict performance on each of the five subtests as well as the GED average score.
- Employability Works – to understand a client's personal values and aptitudes. Clients prioritize the example aptitudes to produce a personal inventory that is saved in their computerized file. Clients' inventories may be retrieved for use in applying the career decision-making process. Clients also rank example values in order of their importance.
- Tutorsystem's Pre-test – to understand a client's skill gaps. It provides a comprehensive pre-testing facility, which identify the clients' reading level. Upon completion, the computer will automatically create a lesson plan based upon the pretest performance.

The Program Components are:

- GED Remediation – tutorsystems – Its courseware provides targeted instruction in Reading, Mathematics, and Grammar. Beginning at an independent 3-4 reading level, the Basic Skills Series provides a prescriptive, competency based curriculum for GED, school to work, alternative education, remedial, and adult basic education programs. It also provides a comprehensive management system to track a student's progress.
- GED Training – GED 2001 – It prepares students for the GED. It includes all the subject areas that are tested in the exam, and can predict an overall score on the actual GED exam. Each test can be taken as a Tutorial or a Timed Test.

- Career Readiness Training – Employability Works – Provides training critical to the process of selecting, obtaining, and maintaining employment. The lessons are designed to develop the skills of people with adult interests, but whose reading skills are limited. It is comprised of 3 modules: The Career Decision Making Module, The Job Seeking Skills Module, and The Work Maturity Skills Module.
- Computer Literacy Training – LearnKey – This software is self-paced and covers Learning Windows 98, Word 2000, Excel, PowerPoint, and Access. It is provided through Full Motion Video, Challenge Exercises, Comprehensive Tests, and a Learning Analysis.

Employment Connection (Sylvan Learning Center)

Steps to Adult Basic Education (ABE) Credential:

- ~ TABE Assessment & completion of Individualized Learning Plan (ILP)
- ~ Up to but not limited to 70 hours of instruction in Reading & Math following the ILP
- ~ Post Assessment using TABE Assessment tool to indicate progress toward grade level gain at 20 hours or the completion of prescribed learning activities following ILP
- ~ Post Assessment using TABE Assessment tool to indicate progress toward grade level gain at 40 hours or the completion of prescribed learning activities following ILP
- ~ Post Assessment using TABE Assessment tool to indicate progress toward grade level gain at 60 hours or the completion of prescribed learning activities following ILP

Steps to GED Certificate Credential:

- ~ TABE Assessment & completion of Individualized Learning Plan (ILP), with a minimum 9.0 reading grade equivalent.
- ~ Entry Tests to specifically prescribe learning activities (ILP) to prepare for successful GED Certification.
- ~ Up to but not limited to 70 hours of instruction in GED Preparation following the ILP
- ~ Simulated GED Tests to determine the level preparedness for GED Certification
- ~ Additional learning activities if needed toward successful GED Certification
- ~ ½ Time GED Test Assessment to determine anticipated GED Scores for each sUb-test in the certification process

Steps to Employment Placement Credential:

- > Assessments given in Career Decision Making Module, Job Seeking Skills Module, & Work Maturity Skills Module, to create the Individualized Learning Plan (ILP)
- ~ Up to but not limited to 70 hours of instruction in Career Readiness activities described above
- ~ Post Assessments taken upon the completion of activities in the modules indicated in the ILP
- ~ Employment Placement and Follow up as needed to maintain un-subsidized employment.

Family Resource Center

Missouri Mentoring Partnership: Job Readiness Training

The Training Program is designed to introduce and teach skills that are necessary for obtaining and keeping a job. Through discussions and activities, youth are coached in the techniques of applying for a job, as well as meeting and exceeding employer expectations. The program is typically 3 consecutive sessions. However, training may be extended if the facilitator determines that participants need additional assistance with specific skills.

Prior to the first day of the program, participants are given an Employment Pre-test to assess their knowledge and skill level. The material is gone over in a workbook with them, and discussions and role-playing are used. A Post-test is also given at the end of the program to help evaluate how much the participants have increased their skills and knowledge.

Session goals:

By the end of the first session, the youth should:

- Know the ten keys for being successful in a work environment
- Understand the importance of a “Winning Attitude” and how it is reflected in their appearance, job performance and has an impact on their job status
- Have explored techniques for managing anger and conflict on the job
- Understand what is appropriate behavior for a work environment
- Be able to complete an application properly

By the end of the second session, the youth should:

- Know the elements that make a quality resume and be able to use them in creating a resume
- Know what skills are important in making a lasting positive impression during an interview
- Know how to answer “typical” interview questions
- Have practiced interviewing skills with class members
- Know the interview pitfalls that could cost them a job

The program has the youth participate in a practice exercise to help assess whether or not they have grasped particular skills during training. By videotaping the exercise, participants can later view themselves in action and have an active role in the feedback process. By the end of the third session, the youth should have:

- Practiced applying interviewing skills by participating in a taped mock interview with a guest interviewer
- Viewed tape and received feedback on their mock interview
- Completed Employment Post-test and Training Program Evaluation

The employment retention strategies that are used are:

1. Mentored Employment – youth are matched with an employee mentor who assists them in adjusting to the work environment and developing good work habits and skills.
2. Case Management Support – youth are assigned to a Youth Development Specialist (YDS) who regularly monitors their progress, provides supportive and directive counseling and connects them with appropriate referral sources. YDS is also responsible for assessing youth's strengths and occupational areas of interests. This information may be used for referrals and placement of youth in appropriate specialized training programs as well as subsidized work experiences.

I. Family Resource Center

The 10-hour training program is normally extended over 3 consecutive evening sessions. However, training may be extended past the three days if the facilitator determines that participants need additional assistance with specific skills. Prior to day one, participants are given an Employment Pre-test to assess their knowledge and skill level.

Day One:

1. Expectations and Guidelines for class participants
2. Goals of three-day training sessions
3. “Getting to know each other” – Icebreaker Activity
4. Discussion of Material in Workbook
 - Success...what does it take?
 - Attitude
 - Respect
 - Socially appropriate behavior
 - Anger Management/ Dealing with Criticism
5. Completing An Application For Employment – Exercise

Day Two:

1. Review of Day One – Group Discussion
2. “Resumes...Let’s put one together” – Exercise in developing a resume
3. Discussion of Material in Workbook
 - Becoming a Responsible Person
 - Good grooming habits
 - Basic interview skills – Movie shown on grooming and dressing for an interview
4. Interview Questions and Pitfalls
5. Mock Interviews – Role-play Exercise with classmates

Day Three:

1. Review: Questions, comments, concerns regarding employment.
2. Taped Mock Interviews – Participants are videotaped doing a mock interview with a guest interviewer.
3. “Let’s watch how well we did!” – Feedback on interviews
4. Employment Post-Test and JRT Program Evaluation given.

Life Skills Foundation

Their program is individualized for the youths' needs, and serves youth with or without disabilities.

Mirrors Employment Program:

This program goes over Setting Goals, Securing Employment, and On the Job issues.

With Setting Goals, they learn:

- To identify what kind of job they want
- What is expected on the job site
- Where they want to work and how to get there

With Securing Employment, they learn:

- How to identify prospective employers
- How to prepare an initial application
- How to write a resume the easy way
- How to practice for an interview.

With On the Job, they learn:

- What to expect the first two weeks on the job
- How to retain their job and prepare for the next step.

Various Advanced Opportunities are available if needed, like Job Shadowing, Job Corp Trade Referral, Referral to a Job Fair, and instruction on navigating the Bi-State Bus System.

In depth assessments are done on the students at the beginning, during all activities, and also at the end in many different areas. Community Based Assessment Sites are also used to help determine their suitability and interest in different types of jobs.

Employment Services are provided to help the student find an appropriate job for their skill levels. A Job Consulting tool is used to determine how well the student is doing on their job. It is used every 2 weeks until all the answers are "yes", showing that the student is performing well on their job, or if not, what the plan is to help them improve.

Life Skills Foundation

Life Skills works with students with disabilities. The training is individualized upon the student's needs. They are evaluated first to determine what their needs are. The training can be from 3 to 15 weeks long (1 area per session, lasting about one hour each), based on their specific needs. This outlines the possible areas that a student may receive.

Employment Classes (Phase I)

1. Orientation (overview of program)
 - Importance of setting goals
 - Goals setting (personal, education, work)
 - Process and discussion
2. Work Expectations
 - What do I expect?
 - What does the employer expect?
 - Process and discussion
3. Workplace Barriers and Obstacles
 - What are Natural Barriers or Obstacles?
 - What are Unnatural Barriers or Obstacles?
 - Process and discussion
4. Securing Employment

II. Part I

- How do I Identify Employment?
- Resume Writing
- Process and discussion

5. Securing Employment

III. Part II

- Preparing my Application
- Practicing my Interview
- Process and discussion

Employment Classes (Phase II)

1. Missouri Works (Visit)
2. Transportation Navigation
3. Job Shadowing
4. Attending a Job Fair
5. How to retain my Job

Employment Classes (Phase III)

1. Vo-tech/College Intro
2. Budgeting My Paycheck
3. Leadership Development
4. SSI/SSKI Benefits
5. Ticket to Work

Students receive certificates at the end of each phase.

The Life Skills program is currently undergoing initial accreditation by CARF, which is a requirement of Vocational Rehabilitation.

IV. MERS/Goodwill

The Job Readiness Training curriculum includes a range of educational instruction, counseling (individual and group), life skills and pre-employment training. Areas covered are:

- Setting and reaching goals
- Realistic choices and preparation
- Developing effective communication skills
- Problem solving
- Stress management
- Violence and anger management
- Self esteem and coping
- Money management
- Substance abuse prevention and intervention
- Mentoring
- Leadership
- Resume preparation
- Filling out job applications
- Effective job search techniques
- Coaching
- Marketing one's self
- Personal hygiene
- Health & nutrition
- Dressing for success
- Work ethics
- Relationships with supervisor and co-workers
- Customer service
- Job retention and follow-up.

They receive assessment tests, and various other tests throughout the program to determine and track their progress. Manuals, workbooks and videos, along with computer instruction are all utilized to provide for personalization for each individual's goals.

The academic curriculum is designed to help prepare the youth participant in developing basic learning skills. The participants set their own pace but are asked to attend a minimum number of academic instruction hours as agreed upon. The math software is designed to help students understand concepts, learn problem-solving skills and practice on hundreds of self-test exercises – with instant feedback and helpful hints. The software includes online testing and homework help service. The reading software was selected to improve reading utilizing short (7 minutes) tutorials, to accommodate youths with short attention spans.

MERS – Job Readiness Training (J.R.T.) Modules

Classes meet for 3 weeks from 9 am to 12 pm, Monday through Thursday, for a total of 36 hours.

Introduction to J.R.T. (Week 1)

- Client Interview Assessment Questionnaire
- Resume writing (Skills/Non Skills Resume)
- Pre-application process
- Pre-employment screening
- J.R.T. testing
- Internet training/video
- Missouri Works registration process
- Setting goals (academic & placement)

Resume & Application Preparation (Week 2)

- Mock interview questionnaire
- Understanding interview questions
- Appearance check list & testing
- Barriers to employment
- What to expect at a “Job Fair”
- Your “Attitude” about working

Post Employment & Retention (Week 3)

- What to expect the first week of employment
- Employee-vs-Employer relationships
- Guidelines for setting goals on the job
- Steps to reach your goals (promotion/salary increase)
- Budgeting

Follow-up-after exit from program (30-day; 90-day; 6-months; 12-months)

V. Productive Futures

Project It's Your Choice:

Their program consists of an 8-week curriculum. It covers the areas of: Pre-Employment Skills, Cultural Diversity, Life Skills, and Occupational Training in 4 areas. A guest speaker for each subject is brought in, with time for evaluation of the speaker/topic scheduled. In all areas, the students are given information on the subjects, along with worksheets to complete that personalizes the program and tracks their progress. It is set up so that each piece is a building block to preparing them for the workplace.

The Pre-Employment Skills course covers 8 areas:

- Goal Setting; Starting Career Search
- Looking for a job or vocational school
- Completing an application and creating a resume
- Writing and editing in standard English
- Overview of *Windows* and *Word for Windows*
- Interviewing for a job or school
- Attitude and Employability Skills
- Dress and Appearance

The Cultural Diversity course covers 6 areas:

- Stereotypes in the workplace and in one's personal life
- Understanding your reactions and attitudes toward other ethnic groups/cultures
- Effective Communication Skills with other ethnic groups/cultures
- Dealing with Difficult People
- Being a team member within a group that is of a different ethnic background than your own
- And a Cultural Diversity Field Trip is taken to a St. Louis site that is historically significant, outside of their culture, and probably previously not experienced.

The Life Skills course covers 6 areas:

- What Do you Want?: Living a life of Commitment rather than Circumstance
- Managing Your Time and Money
- Banking: Checking and Saving Accounts
- Buying a Car and Other Big Items
- Drug and Substance Abuse; Personal Health
- Surviving with love, patience, and joy: Define and Use your Resources

The Occupational Training, Retail/Sales course covers 4 areas:

- Retail/Sales Careers; Customer Service Concepts; Store Image and Policies
- Customer Relations
- Handling Customer Complaints/ Difficult People

- Role-playing of customer service concepts, customer relations and customer complaints

The Occupational Training, Hospitality course covers 4 areas:

- Definition of Hospitality; Hospitality Careers; Career Ladder; Organizational Chart
- Skills, Interests, Abilities, and Training in Hospitality Career
- Customer Service Issues
- Basics of Food Preparation/Cooking

The Occupational Training, Building Services course covers 4 areas:

- Definition of Building Services; Building Services Career; Career Ladder; Organizational Chart
- Skills, Abilities, and Training in Building Services
- Customer Service Issues
- Similarities and Differences between Building Service and Commercial Cleaning and Security

The Occupational Training, Personal Services course covers 4 areas:

- Definition of Personal Services; Personal Services Careers; Career Ladder; Organizational Chart
- Skills, Abilities and training in Personal Services
- Customer Service Issues
- Communication Issues and Role-Play

Productive Futures

This is a 2-month program that the students attend 15 hours each week, for a total of 120 hours.

Week 1 Search school	Monday:	Pre-Employment Skills: Goal Setting; Starting Career
	Tuesday:	Pre-Employment Skills: Looking for a job or vocational
	Wednesday:	Pre-Employment Skills: Completing an application and creating a resume
	Thursday:	Pre-Employment Skills: Interviewing for a job or school
	Friday:	Pre-Employment Skills: Attitude and Employability Skills
Week 2	Monday:	Pre-Employment Skills: Dress and Appearance
	Tuesday:	Pre-Employment Skills: Employment Speaker; evaluation of speaker/topic; debriefing
	Wednesday:	Cultural Diversity: Stereotypes in the workplace and in one's personal life
	Thursday:	Cultural Diversity: Understanding your reactions and attitudes toward other ethnic groups/cultures
	Friday:	Cultural Diversity: Effective Communication Skills with other ethnic groups/cultures
Week 3	Monday:	Cultural Diversity: Diversity Outing; debriefing
	Tuesday:	Cultural Diversity: Dealing with Difficult People
	Wednesday:	Cultural Diversity: Being a team member within a group that is of a different ethnic background than your own
	Thursday:	Cultural Diversity: Cultural Diversity in the Workplace Speaker; evaluation of speaker/topic; debriefing
	Friday:	Occupational Training: Retail/Sales: Retail/Sales Careers; Customer Service Concepts; Store Image and Policies
Week 4	Monday:	Occupational Training: Retail/Sales: Customer Relations
	Tuesday:	Occupational Training: Retail/Sales: Handling Customer Complaints/ Difficult People
	Wednesday:	Occupational Training: Retail/Sales: Role-playing of customer service concepts, customer relations, and customer complaints
	Thursday:	Occupational Training: Retail/Sales: Retail/Sales Guest Speaker; evaluation of speaker/topic; debriefing
	Friday:	Occupational Training: Hospitality: Definition of Hospitality; Hospitality Careers; Career Ladder;

Organizational Chart

Week 5 abilities, and Issues evaluation of Building Ladder; Organizational	Monday:	Occupational Training: Hospitality: Skills, Interests, Training in Hospitality Careers
	Tuesday:	Occupational Training: Hospitality: Customer Service
	Wednesday:	Occupational Training: Hospitality: Basics of Food Preparation/ Cooking
	Thursday:	Occupational Training: Hospitality: Guest Speaker; speaker/topic; debriefing
	Friday:	Occupational Training: Building Services: Definition of services; Building Services Careers; Career Chart
Week 6 Abilities, and Services and Commercial Cleaning Personal Ladder;	Monday:	Occupational Training: Building Services: Skills, Training in Building Services
	Tuesday:	Occupational Training: Building Services: Customer Issues
	Wednesday	Occupational Training: Building Services: Similarities Differences between Building service and and Security
	Thursday	Occupational Training: Building Services: Guest Speaker; evaluation of speaker/topic; debriefing
	Friday:	Occupational Training: Personal Services: Definition of Services; Personal Services Careers; Career Organizational Chart
Week 7 and Service	Monday:	Occupational Training: Personal Services: Skills, Abilities and Training in Building Services
	Tuesday:	Occupational Training: Personal Services: Customer Service Issues
	Wednesday:	Occupational Training: Personal Services: Communication Issues and Role-Play
	Thursday:	Occupational Training: Personal Services: Guest Speaker; evaluation of speaker/topic; debriefing
	Friday:	Life Skills: What do you Want?: Living a Life of Commitment Rather Than Circumstance
Week 8	Monday:	Life Skills: Managing your Time and Money
	Tuesday:	Life Skills: Banking: Checking and Saving Accounts
	Wednesday:	Life Skills: Buying a Car and Other Big Items
	Thursday:	Life Skills: Drug and Substance Abuse; Personal Health

Friday: Life Skills: Surviving with love, patience, and joy: Define and
Use your Resources

Youthbuild St. Louis

The program will provide students with a full range of services – academic, vocational, counseling, and community. The performance-based curriculum will integrate core academic courses with vocational construction education and career, life, and leadership skills classes.

The curriculum is a mix of solid core academic and vocational education, integrated with hands-on worksite construction training: career and employability education; community service learning; life/leadership skills; and youth governance. Integrating academic preparation with skills training is accomplished by using project-based learning and assessment. For example teaching measurement when cutting drywall is a math exercise in fractions, and reading and preparing blue prints is an exercise in ratio and proportion. Reading comprehension and writing assignments are relevant to the experiences of students and helps them develop life and leadership skills. A great deal of time and attention is devoted to improving reading comprehension and writing skills. Experts from different spectrums of the community are brought in to supplement and enliven the curriculum.

Assessment is done at the beginning and all throughout the program to determine the students' skill levels and competencies. All students must achieve the minimum required competencies and standards of performance (which have been approved by the St. Louis Board of Education and the Missouri Department of Elementary and Secondary Education) in order to graduate.

The areas covered are:

- English/Language Arts
- Mathematics
- Social Studies
- Science
- Practical Arts: Computer Education
- Health/Physical Education
- Fine Arts
- Life/Leadership/Service Skills
- Employability/Career/Service Skills
- Construction Skills Vocational Training

Youthbuild

Youthbuild doesn't have a program that needs approved for credential purposes. Their curriculum has been approved by the St. Louis Board of Education and the Missouri Department of Elementary and Secondary Education and is in compliance with their academic and vocational standards for a high school diploma. This is the only program they have at this time, and since it is already a credential it is not in need of the boards approval.

Youth-In-Need

The classes for the program are scheduled based on a five-week session beginning at 8:30 am and ending at 1:30 pm, Monday through Friday for a total of 125 hours. Starting sessions at 8:30 am give the participants an experience much like work. Scheduled hours each day demonstrate the importance of attendance and punctuality at classes and eventually in the workplace.

Each week during the five-week session the schedule is the same with the level of work building on the previous' weeks instruction, including:

- Life Skills sessions (4 hr sessions, total of 40 hrs)
- Basic Computer Instruction (2 hr sessions, total of 30 hrs)
- GED Classes (2 hr sessions, total of 30 hrs)
- Work Readiness Training (1 hr sessions, total of 10 hrs)

Additionally, during the 5-week session the youth participate in both sex education courses and alcohol/drug education.

Life Skills class topics were developed to educate participants on a wide variety of subjects that will assist them in being successful in other areas of their lives. Topics include: personal hygiene; budgeting/finances; conflict resolution/problem solving; resources development; banking/check writing; apartment/housing; leases; contracts; parenting; health/nutrition; and consumer awareness.

Basic Computer Instruction includes ten, 2-hour classes per session geared toward using computers and five, 2-hour classes directed at using computers for work readiness. Sessions cover: introduction to using personal computers; typing tutorials; open/closing program procedures; word processing basics; developing business cards; letter writing; cover letters; resume development; thank-you notes and letters; organizational skills assessment; and CHOICES (a computer based career interest/skills/occupation program).

GED Classes. All participants that enroll in the program without a high school diploma or a GED will be given two tests to determine their academic level. The instructor then places the youth in the appropriate areas to begin preparing to take the GED exam. GED classes also include information regarding test taking procedures, costs, and other requirements.

The **Work Readiness** component of the program includes ten, 1-hr sessions and five, 2-hour sessions. Each class is designed to build on the information received in previous classes. Participants can expect to learn soft skills that will enhance their ability to obtain and retain employment. Topic areas include: understanding the job market; job search sources; know your skills; know your objective; first impressions; what employers expect; interviewing; building confidence; mock interviews; reviewing mock interviews; keeping a job; and performance reviews.

Testing is done throughout the program to show the youth's progress. After a youth completes all 5 weeks of the program (without more than 3 unexcused absences) they are given a certificate of completion that remains in their file. Youth who have not completed their GED course work continue to attend the program on a modified schedule.

Youth In Need

The classes are based on a five-week session from 8:30 am to 1:30 pm Monday through Friday, for a total of 125 hours, including GED classes that are incorporated into the schedule for 30 of the 125 hours.

Life Skills Curriculum

Week 1:

Monday:	Drugs and Alcohol:	Intro to Drugs Alcohol Marijuana Sedatives Stimulants Narcotics/Opiates Inhalants Hallucinogens
	Life Skills:	Looking up Information: Table of Contents Guides Classifieds/Want Ads Dictionary Phone Books
	Sex Education:	Sexually Transmitted Diseases: Aids Chlamydia Genital Herpes Genital Warts Gonorrhea Hepatitis B HIV Infection Pubic Lice Scabies Syphilis
Wednesday: Consumer Awareness: Credit and Interest Charge Account Statements Credit Agreements Applying for Credit		
	Sex Education:	Movie <i>"It's your Choice"</i> Discussion The Right to Refuse

Week 2:

Monday: Drugs and Alcohol: Movie “*Dead Drunk*”
Driving and the Law
Blood Alcohol Content
Behind the Wheel
Drugs that Affect Driving

Life Skills: Clothing Labels
Product Labels
Road Signs

Housing: Reading a Lease
Owning or Renting
Monthly Rental Agreements

Wednesday: Consumer Awareness: Owning a Car
Product Instructions

Life Skills: Drug Labels
Food Labels
Applying for a Drivers License
Applying for a Social Security Card

Week 3:

Monday: Drugs and Alcohol: Drugs and Pregnancy
Attitudes About Alcohol and Other Drugs
Fetal Alcohol Syndrome
Drugs and AIDS

Life Skills: Planning a Budget
Addresses and Envelopes
Paying Bills by Check

Consumer Awareness: Money and Banking
Banking Statements
Getting Paid

Review

Wednesday: Consumer Awareness: Limited Warranty
Credit Agreements
Federal Tax Forms
Paying Taxes I & II

Health:	Group Health Insurance Fitness Goals Cardiovascular Fitness Cholesterol & Your Heart Healthy Eating Aerobic Exercise High Blood Pressure
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Week 4:

Monday: Drugs and Alcohol:	Movie “ <i>You Use You Lose</i> ” Discussion
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Accessing Resources:	Taking Test Reading a Map Using Phone Books Using Yellow Pages Accessing Resources
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Wednesday: Consumer Awareness: Paying Bills

Health:	Good Health Habits
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Parenting:	Parenting Roles Parenting Styles Parenting Readiness How We Learn to Parent Parenting as a Growth Process Parent-Child Communications Consequences of Child Abuse Parenting Resources
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Week 5:

Monday: Drugs and Alcohol:	Movie “ <i>Addictive Behavior</i> ” Facts About Cigarettes Making a Decision About Using Tobacco
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Accessing Resources:	Final Project:	Directories
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Consumer Awareness:	Being a Smart Shopper Buying Insurance
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Review

Wednesday:	Final Exam
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VI. Work Readiness and Occupational Skills Training

Week 1:

A. *Tuesday: Understanding the Job Market & Beginning your Job Search*

- What is the Job Search
- Job Search Sources
 - Help Wanted Ads
 - Employment Agencies
 - Government Employment service
 - Networking
 - Job Fair
 - Internet
- Exercises:
 - Who is working (worksheet)
 - Using Help wanted (worksheet)
- Know what kind of job you want
 - Value Survey
 - Career Interest Inventory
 - Interest Inventory

1. Thursday: Know your Skills & the Job you want

- Be prepared to show the employer what you have to offer
 - Know your skills
 - Know your objective
 - Skill language
- Exercises:
 - Research the job you are interested in and match skills (use occupational handbook, best jobs for 21st century)
 - What is an employer looking for (worksheet) definition sheet
 - Describe your dream job and the skills you have to do that job
 - Fill out a real job application
 - Resume' worksheet

Week 2:

2. Tuesday: Making the first meeting count

- What Employers Expect

The interview, making a good first impression

1. dress and groom
 2. posture and personal habits
 3. reliability
 4. can you do the job
- Exercise: Veronica's first interview (act out, quiz & technique)

3. Thursday: Knowing what to say in an interview

- Handling interview questions
 - Three step process
 - Good listening helps give good answers
- Exercise: Practice applying the 3 steps to interview questions (partner off asking questions and rating performance)
- Exercise: Winning the interview fight (worksheet)

Week 3:

4. Tuesday: Building your confidence for your interview

- Speak with confidence
- Make positive statements
- Exercise: Crossword puzzle & what are your strengths (worksheet)
- Exercise: Practice-writing statements that show your strengths & self-esteem using words given (who am I)

5. Thursday: Interview Techniques

- Closing the interview
 - Asking questions
 - Follow-up with a thank you letter
- Exercise: How to close an interview
- Exercise: Sample interview exercise (worksheet)

Week 4:

6. Tuesday: Formal Practice videotaped interview with potential employer

- Write a thank you note after interview

7. Thursday: Review videotapes to discuss strengths and weaknesses

Week 5:

8. Tuesday: Keeping a job

- Get noticed
- Get promoted
- Exercise: Employment policies and procedures (worksheet)
- Exercise: What's getting along with others about? (worksheet)
- Exercise: Accepting Orders (worksheet)

9. Thursday: Performance Review

- How to handle the job performance review
- Exercise: Accepting criticism (worksheet)
- Exercise: On the job vocabulary match (worksheet)
- Exercise: Learning about the law (worksheet)

Basic Computer and Job Preparation Classes

Week 1:

10. Tuesday: Basic Computer Class

- Getting started – Basic Windows
- Desktop, Icons, Mouse, Files, Minimize/Maximize, Close Buttons; Menu Bar, Computer Applications and Programs, Commands
- Opening and Closing Programs/Applications
- Introduction to Word 2000 Program
- Task Bar, opening blank document
- Entering text in a blank document
- Creating, formatting, and editing documents
- Introduction to Mavis Beacon Typing 9 – practice (Explain how it works)
Students proceed at own pace (focus on accuracy, not speed)

11. Thursday: Basic Computer Class

- Mavis Beacon – Warm up – 30/40 minutes
- Review Skills learned on Desktop and Word
- Saving documents to C: drive and A: drive
- Word 2000 Basics – create and save document with a different file name: creating, modifying, saving & printing a letter

12. Friday: Job Preparation

- Preparing a Superior Resume: Discussion (15-20 minutes)
 - Resume Samples – Heading, Job Objective, Education, Skills and Abilities: Work Experiences; Personal; References
 - Cover Letter (samples)
 - Thank-You Notes and Letters (Samples)
 - Complete Resume form (see sample)
 - Type Resume using Word 2000, using Resume Wizard with completed information from the form
- Mental Organizational Skills Assessment (complete form) – discuss

Week 2:

13. Tuesday: Computer Class

- Mavis Beacon – Warm-up 30-40 minutes
- Intro to Choices Program
 - Interest Skills Profile
 - Skills Interest Profile
 - Occupations (w/ post secondary info)
 - Current Job Market

14. Thursday: Basic Computer Class

- Mavis Beacon – Warm Up – 30-40 minutes
- Word 2000 – Word Processing Basics: Editing, When to use each? Cut, copy, paste, undo, select all
 - Job Search Letter Writing – Cover Letters
 - Introduces self
 - Identifies the job you're applying for
 - Tells why you're qualified
 - Request an interview
 - Thank you letters

15. Friday: Job Preparation

- Develop Business Cards – Goal to improve self-esteem
- Where do you plan to be 5 years from now, how do you see yourself?
- Develop Flyer

Week 3:

a) Tuesday: Basic Computer

- Mavis Beacon Warm-up (30 minutes)
- Complete Resumes from Resume Worksheet
- Develop Cards

16. Thursday: Basic Computer

- Mavis Beacon Warm-up (30 minutes)
- Complete Choices Program

17. Friday: Job Preparation

- Job Interviewing Skills – Create a Good Impression
- Appearance, Attitude, Manners, Job Application
- References – employers will contact each of your references. Don't let the employer catch your references off guard.
- Interview Questions to Expect

Week 4:

18. Tuesday: Basic Computer

- Begin Resource Directory

19. Thursday: Basic Computer

- Resource Directory

20. Friday: Job Preparation

- Complete Resume
- Business Cards
- Interviews – Ace the Interview

Week 5:

21. Tuesday: Basic Computer

- Complete Resource Directory

22. Thursday: Basic Computer

- Complete Resource Directory

23. Friday: Job Preparation

Certificates/Pictures/Design own; create own page; downloading pictures and using Word Art.

Employment Connection

World of Work:

The World of Work is a three-day motivational seminar that teaches job acquisition and job retention skills. Participants view a job search from two perspectives, how an employer/company conducts a job search and how an applicant seeks employment in today's job market.

There are various individual and group activities and exercises facilitated in the seminar. A starting point in the process is reviewing the job application completed by the participants at their orientation. Information is given out and reviewed with the clients before they complete a second application, including tips for filling out a job application correctly and the importance of filling it out correctly.

A videotaped job interview of the participants is utilized as a training tool to enhance interviewing techniques. Two of these are made, and they are graded on both of them. One is done before clients receive information on interviewing techniques, and the other is done after discussions and role-playing has been done to improve their techniques.

Exercises are done at the end of each day to reinforce the information the client has received that day. Some of the exercises are given again later in the seminar to show that they have actually mastered the material.

Job retention activities are done on the last day, and a "plan of action" is introduced to the clients. The activities in all areas allow for personalization so that each client can get feedback relating to their own situations.

Certificates of Completion are given to the clients at the end.

VII. Employment Connection - World of Work (WOW)

Day One of WOW (4 hrs):

1. Clients sign in on flipchart – client applications passed out
2. Overview of workshop – Career Development Model introduced
3. Small group exercise – Job Applications, Importance of doing the job application correctly
4. Small groups present Importance of doing the job application correctly
5. Folders passed out to clients. Clients read 11 tips for filling out job applications
6. How to fill out a job applications reviewed
7. Prepare Clients for video taped job interviews prior to break
8. Video taped job interviews of participants – rated by interviewers
9. Small group exercise Job ID Skills Inventory
10. Discussion of Job ID Skills Inventory
11. Discussion on interviews
12. Handout of interviewing techniques given to participants
13. Participants receive Interview Evaluation from video taped interviews
14. Video taped interviews viewed and critiqued
15. Wrap up – Homework assigned.

Day Two of WOW (4 hrs):

1. Recap what was covered Day 1 by participants leading the brief session
2. Participants read and role play Typical Interview Questions and Responses
3. Career Development Model revisited
4. Participants review Holland Interest Code
5. Preparation for second job interview prior to break
6. Job Retention introduced
7. Small group exercise on Job Retention while interviews conducted
8. Application, Interviews and Job Retention handout reviewed in small groups
9. Writing resumes and career goals introduced
10. Clients watch video on “Interviewing with Confidence”
11. WOW end of Day 2 exercise
12. Wrap up – homework assigned

Day Three of WOW (4 hrs):

1. Participants review WOW Day 1 and 2. Feedback from participants the use of Holland code in Career Development Model
2. Participants complete client assessment form
3. Discussion of the client assessment form
4. Prior to break clients introduced to a plan of action for job retention
5. Job retention discussed by trainer
6. Small group exercise on job retention
7. Mini training module by employer
8. Clients retake end of WOW Day 2 exercise

Participants receive certificates and meet Employment Retention Specialists